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Individuals with learning disabilities are attending college in increasing numbers. In the past, many of these individuals were either encouraged to enroll in vocational programs or were not assisted in pursuing higher education. However, it is now recognized that students with disabilities can successfully pursue education beyond high school. With the increasing influx of students with disabilities entering college, faculty members have been challenged to provide accommodations within their classrooms to adequately meet the needs of this population. Although there are established laws concerning this issue and, most times, an established Office of Accessibility Services (OAS) that determines appropriate accommodations, navigating these systems can be troublesome.
Medaille College, a private institution, is mandated by two main pieces of disability related federal legislation. They are section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Both are civil rights statutes aimed at preventing discrimination against individuals on the basis of their disability.

Section 504 of the Rehabilitation Act of 1973 was the first law to specifically address the needs of students with disabilities. It states in part:

“No otherwise qualified individuals with disabilities in the United States... shall solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”

Section 504 and subsequent amendments require that all institutions of higher education provide students with disabilities the same opportunity to engage in educational experiences as non-disabled students. Students who have 1) voluntarily disclosed that they have a disability (self-identified), 2) provide documentation of that disability, and 3) requested reasonable accommodations, are entitled to receive approved modifications of programs, appropriate academic adjustments, or auxiliary aids that enable them to participate in all the educational programs or activities at the college.

The ADA was passed in 1990 to support and supplement existing disabilities laws, including section 504 of the Rehabilitation Act. ADA legislation seeks to ensure equal access for persons with disabilities in the areas of education, training, and employment. The mandates of the ADA apply to all institutions of higher education, regardless of the receipt of federal funds.

Under the ADA a person with a disability is defined as any person who...

- Has a physical or mental impairment which substantially limits one or more major life activity,
- Has a record of such impairment (s), or
- Is regarded as having such an impairment
The ADA also provides clarification of the section 504 phrase “otherwise qualified” individual (see previous page) with a disability as one whom either:

“...with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity.”

In summary, these laws hold four very important implications for educators...

1. Students with disabilities have the right to be in higher education if they are otherwise qualified to be there. Once a student with a disability has met the college entrance or admission criteria, with or without the use of accommodations, he or she has the same right as any other student to the educational experience. Just like any other student, those students with disabilities are responsible for determining their own level of success.

2. Once they are enrolled, students with disabilities have the right to access all the programs, academic and non-academic, that are available to other students. Instructors cannot refuse to work with a student simply because they know they have a disability or because they are concerned that having a disability would prevent the student from being successful. Furthermore, students with disabilities should be held to the same set of standards and criteria as students without disabilities.

3. Students with disabilities are eligible for accommodations that relate to their disabilities. Instructors need to be prepared to make adaptations or reasonable accommodations to their procedures and practices so that students with disabilities are able to do the same things that college students without disabilities are required to do. This may include altering or making changes in the delivery of lectures, course materials, or in assessment of knowledge in order to counter the effects of the disability.

4. Students with disabilities have a right to confidentiality of all disability related information. However, the student may approach their instructor to advise that they have a disability that will require some accommodations (see appendix 1). In either case, information about a student’s disability or accommodation should not be shared with others without the student’s permission. It is up to the student to decide how much information they are comfortable sharing about their disability.
Responsibilities

All parties involved in providing accommodations, including students, faculty members, and institutions of higher education, have a unique set of rights and responsibilities.

Institutional Responsibilities:
- Provide a campus in which educational, cultural, and extracurricular activities are physically and programatically accessible
- Create policies that encourage the inclusion of persons with disabilities in employment and education
- Provide a process so students with disabilities may address their grievances with the institution and the office(s) that provide services

Student Responsibilities:
- Voluntarily identify disability-related needs to the Office of Accessibility Services
- Provide current and complete documentation of disability to the OAS
- Formally request needed accommodations and services at the beginning of each semester, in a timely manner
- Notify the OAS of any changes or concerns in needed services or accommodations
- Abide by the student code of conduct set by the university, the college, and the department
- Use services responsibly and treat service providers and faculty with respect and courtesy
- Abide by the policies of the OAS
- **Rochester Students** needing testing accommodations need to submit a proctor form (for each exam) to their professor soon after the first night of classes

Faculty and Instructor Responsibilities:
- Refer students to the OAS to have the disability documented and appropriate accommodations determined
- Include a statement in your course syllabus informing students about reasonable accommodations and alternate format materials (see appendix 2)
- Help provide reasonable accommodations and alternate format materials
- Help provide reasonable accommodations including the use of auxiliary aids, notetakers, and tape recorders
- Provide instruction to students with disabilities in a fully accessible environment
- Keep disability-related information confidential
- Discuss all student-related information directly with the student
Additional Information for Faculty:
- Faculty and staff may not have access to a student’s diagnostic information
- When using a tape recorder in the classroom, you may request the student sign an agreement not to release the recording or otherwise infringe on the publishing rights of the instructor
- If a faculty member has questions about the appropriateness of the approved accommodations requested, the OAS should be contacted for further clarification
- Continue to provide accommodations while the issue is being resolved and refer all questions to the OAS
- Rochester Faculty who receive proctor forms from students should complete Section 2 of the form and submit it, with the exam, to Ann Horn Jedy so that a proctor can be secured.

Office of Accessibility Services (OAS) Responsibilities:
- Provide information and services so that students with disabilities may participate in all of the programs, services, and activities of the institution
- Provide services in a timely fashion
- Review documentation of a disability for eligibility and determine on behalf of the institution what types of accommodations are appropriate
- Keep disability-related information confidential
- Help faculty and staff provide reasonable accommodations
- Consult with the college administration, faculty, and staff on the provision of services, accommodations, and access as required under current federal law
- Advocate responsibly for the rights of persons with disabilities
- Provide support for students with disabilities as necessary

Academic Success Center (ASC) Responsibilities:
- Execute accommodations such as extended time, quiet/alternate testing environment
- Provide assistive technology lab with technical support
- Provide scribes and readers for tests
There are **five** steps in the accommodation process:

**Step 1: Getting to the Office of Accessibility Services (OAS):**
There are a variety of ways that students may come into contact with the OAS once they come to college. Those who have received accommodations in high school may be referred by their high school counselors or parents. In some cases, some students may not even realize they have a disability. This puts faculty members and instructors in a good position to inform students about the OAS. Include a statement in your course syllabus (see appendix 2) about Medaille’s policies on students with disabilities and spend some time at the beginning of your class talking about how students can go about getting disability-related accommodations. This creates an open and approachable climate and also provides clear direction to students on steps to follow to receive accommodations. It also reminds students that all disability-related accommodations are coordinated through the OAS.

**Step 2: Meeting the Eligibility Requirements**
In this step, the student brings documentation of their disability to the OAS. We then evaluate the documentation to determine whether the student meets the eligibility requirements. If the student has met the eligibility requirements, they move to step three. Students who do not meet eligibility requirements may be asked to provide further documentation, or are guided to other appropriate services (e.g., academic support services such as TRIO, tutoring, or personal counseling) available at the college.

**Step 3: Deciding on Specific Accommodations**
In this step, the student and the OAS look at the student’s limitations and take into consideration how these limitations affect the student’s ability to meet the course requirements. The OAS then makes individual recommendations for accommodation.
Step 4: Implementing the Accommodation Plan
Students are encouraged to approach their instructors and say that they have met with OAS and will be needing some accommodations, however, this is not required. After the student meets with OAS, each of their instructors will receive an e-mail from the Coordinator of Accessibility Services outlining a student’s accommodations. If a student approaches you, and you have not received a letter from the OAS, you will need to remind the student that all disability-related accommodations must be coordinated through the OAS. Students may be encouraged to resume the discussion with you after they have been to the OAS and you have received a copy of their accommodation form. Students are required to meet with OAS each semester to renew accommodations; students may state that they had accommodations in previous semesters, but they should be reminded to meet with the OAS as needed.

Step 5: Revising the Accommodation Plan
This step is only necessary when, for one reason or another, there is a need to make adjustments or set some conditions on the original accommodation. Keep in mind that not every student will go through the fifth step of the process because most of the time the accommodations go smoothly. While the adjustments are being worked out, continue to provide the accommodations that you originally agreed to. Most often, any small adjustments can be handled between you and the student. Other times, it may be helpful to consult with the OAS. In any case, continue to provide the original accommodation and communicate in writing any changes you and the student make with the OAS.

To summarize, the OAS’s involvement in the accommodation process is intended to give students with disabilities appropriate and legally mandated supports to work toward a higher education. It is also there to provide legal protection for the faculty member or instructor. Bypassing the OAS can be a mistake that can have serious consequences for the students, faculty member, and institution.
Information on Specific Disabilities

Some disabilities that may require accommodations include but are not limited to:

- Epilepsy
- Specific Learning Disability
- Cancer
- Heart Disease
- Orthopedic/Mobility Impairment
- Cerebral Palsy
- HIV/AIDS
- Muscular Dystrophy
- Diabetes
- Speech/Language Impairment
- Traumatic Brain Injury
- Blindness/Visual Impairment
- Multiple Sclerosis
- Psychiatric Disability
- Deafness/Hearing Impairment

Providing Accommodations

We have discussed accommodating students with various types of disabilities. There is a tendency to associate specific types of accommodations with specific kinds of disabilities. Thus, students with vision impairments may need written materials with large print or tape recordings of written materials; students with cerebral palsy who have impaired hand control may need note-takers or tape recordings of lectures. But, not all students with vision impairments need or use large print materials; a student with cerebral palsy may not need note-takers. On the other hand, a student with a learning disability may need tape recordings of both lectures and texts.

The aim is to provide customized accommodations that fit each student’s individual limitations. Simply knowing the type of disability a student has is not necessarily a prescription for an accommodation. Please keep in mind as we present accommodations that may be helpful for students with various disabilities and even more so as you work with students in your own classes.
Students with Learning Disabilities
Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical skills. These disorders are intrinsic to the individual, presumed to be caused by central nervous system dysfunction, and may occur across the life span. Self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities but do not, by themselves, constitute a learning disability. Although learning disabilities may occur simultaneously with other disabilities, or with extrinsic influences, they are not the result of those conditions or influences (NJCLD, 1990).

Things to keep in mind:
A Learning Disability (LD) is:
- **Individual-specific.** Commonly recognized as affecting performance in basic academic functions. Less frequent, but no less troublesome, are problems in organizational skills, time management, and social skills. Many adults with LD may also have language-based and/or perceptual problems.
- **Like interference on the radio or a fuzzy TV picture.** Incoming or outgoing information may become scrambled as it travels between the eye, ear, or skin and the brain.
- **Often inconsistent.** It may present problems on Mondays, but not on Tuesdays. It may present problems throughout grade school, seem to disappear during high school, and then resurface again in college. It may manifest itself in only specific areas, such as math or foreign language.
- **Frustrating!** Persons with learning disabilities often have to deal not only with one or more functional limitations, but also with the frustration of having to “prove” that their invisible disabilities may be as problematic as physical disabilities.

A learning disability **is not** a form of a mental disability or an emotional disorder. In fact, the marked discrepancy between intellectual capacity and achievement is what characterizes a learning disability. Most students with LD have average to above average intelligence.
Suggestions:

- Try to choose a textbook with a study guide or provide your own study guide and example test questions. Explain what constitutes a good answer.
- Provide students, if asked, with a detailed course disclosure early. Books take an average of six weeks to be tape-recorded. Often times, it is the responsibility of the student to make sure he or she contacts all available resources to obtain the proper materials.
- Make all expectations of the class clear (i.e., graded criteria, materials to be covered, due dates, and test dates). Give assignments both orally and in writing to avoid confusion.
- Present new or technical vocabulary visually (i.e., handout, overhead, or blackboard) and use it in context for added clarity.
- Allow students to tape lectures for note-taking purposes.
- Encourage students to use available campus support services.
- Make copies of overhead materials, lecture notes, and expanded course disclosure statements in hard copy or electronic formats.

Students with Attention Deficit Hyperactivity Disorder (ADHD)

Attention Deficit Hyperactivity Disorder* (ADHD) and Attention Deficit Disorder (ADD), are neurobiological disorders that interfere with a person’s ability to sustain attention or focus on a task or delay impulsive behavior. Its core symptoms are inattention and/or over-activity. Appropriate accommodations are often similar to those recommended for students with learning disabilities.

*Please note that these terms do cause some confusion because they are often used interchangeably. Even though they are actually two separate conditions, for this handbook we will group them together, as they are very similar.

Things to keep in mind:
ADD/ADHD is characterized by varying degrees of difficulty in:

- Attention span
- Impulse control
- Hyperactivity (may or may not be present)

Suggestions:

- Encourage students to sit at the front of the class
- Give assignments and multi-step instructions in written form as well as verbally
- Give directions one at a time
Students with Traumatic Brain Injury (TBI)

Traumatic brain injuries are usually caused by accidents (commonly motorcycle or auto accidents), which result in functional disabilities and/or psychosocial impairments.

Things to keep in mind:
Appropriate accommodations need to be individualized depending on the specific impairments. Depending on the location and the severity of the injury, students with TBI may have almost any type or combination of difficulties in the areas of:

- Language and Cognition
- Stress and Time Management
- Emotional and Psychological Capacity
- Physical Functions and Motor Skills

Suggestions:
- Repeat information to be learned whenever possible
- Provide students with an established routine or use step-by-step instructions

Students with Mobility Impairments

A wide range of conditions may limit mobility and/or hand function. Common ones are paralysis, or quadriplegia, amputation, arthritis, cerebral palsy, spina bifida, muscular dystrophy, cardiac conditions, multiple sclerosis, post-polio syndrome, stroke, and respiratory diseases. Functional limitations and abilities vary widely even within the same type of disability. Students may have difficulty getting to or from class, performing in class and managing out-of-class assignments and tests. Accommodations vary greatly and are determined on an individual basis.

Things to keep in mind:
- Physical access to classrooms is a major concern. Wheelchairs, braces, crutches, canes, or prostheses can easily cause fatigue or make it difficult to move about, especially within the time constraints imposed by class schedules. Leaving class may pose similar problems, especially in the event of an emergency.
- Occasional lateness may be unavoidable. Tardiness or absence may be caused by transportation problems, inclement weather, or elevator or wheelchair breakdown.
- Some classrooms present obstacles to full participation. In such cases, it is important to make every effort to integrate these students into the class, or to arrange for a more accessible classroom when possible.
- Never patronize people who use wheelchairs by patting them on the head or shoulder.
Suggestions:
- Place yourself at eye level when speaking with someone using a wheelchair or with someone who is significantly shorter than you.
- Be prepared to ask for the location of the classroom to be changed if no other solutions for accessibility are possible.
- Be familiar with the building’s emergency evacuation plan to insure that it is manageable for students with physical disabilities.
- Consider seating arrangements carefully.
  - Avoid placing students in the doorway, a side aisle, or the back of the room.
  - Arrange to remove a chair to make room for a wheelchair.
  - Use portable stations for laboratory counters too high for wheelchairs or insufficient under-the-counter knee clearance.

Accommodations to consider:
- Architectural accessibility to classrooms, labs, and field experiences
- Readers, note-takers, scribes, and assistive technology equipment
- Copies of overheads and class notes
- Flexibility with exam accommodations (computer-assisted, proctors, scheduling)

Deaf/ Hearing Impaired Students
More individuals in the United States have hearing impairments than any other type of physical disability. A hearing impairment refers to any type or degree of auditory impairment; being deaf is an inability to use hearing as a means of communication. Hearing loss may be mild, moderate, or profound. A person who is born with a hearing loss may have language deficiencies and exhibit poor vocabulary and syntax. People with acquired deafness may have excellent speech. Some students with hearing loss may use hearing aids and rely on lip reading. Many students learn communication through American Sign Language (ASL) and will require an interpreter.

Information on using interpreters:
Interpreters are provided to many students who have hearing impairments. Interpreters are persons who are taught to translate words into the style language best understood by the student. Students who are deaf are encouraged to use interpreters and note-takers.

Interpreters are required to follow a strict code of ethics as part of their contract. In summary, the code of ethics requires that interpreters:
- Keep all assignment-related information confidential
- Accept assignments judiciously
- Convey the content directly as given
- Function in a manner appropriate to the situation
- Refrain from giving counsel, advice, or personal opinions
- Refrain from participating in class discussion or discussing student performance
Things to keep in mind:

- Students with various types and degrees of hearing loss (some of which you may not see) may qualify for interpreter services. Some students with hearing impairments may get along reasonably well in day-to-day activities. However, they may still need interpreter services to function in an academic setting in order to access all the subtleties of language required for comprehension.

- Students who are hard of hearing may use speech, lip reading, and hearing aids to enhance communication. Some students are highly skilled in speech reading; however, only 30-40% of spoken English is understandable by speech reading alone.

- Students who are hard of hearing may use an FM amplification system. Instructors wear a clip-on microphone. The system’s limitation may effect participation, so instructors should repeat classroom comments.

- Tap a person who has a hearing impairment on the shoulder or wave your hand to get his or her attention.

- Look directly at the person and speak clearly, slowly, and expressively (but not exaggerated) to establish if the person can read your lips. If so, try to face the light source and keep hands, cigarettes, and food away from your mouth when speaking. If a person is wearing a hearing aid, don’t assume that they have the ability to discriminate your speaking voice.

- Never shout. Speak in a normal tone of voice.

- Writing notes, using computers or interpreters are all acceptable methods of communication.

Suggestions for working with interpreters:

- Place the interpreter so the student can see all in one view:
  - The instructor
  - The interpreter
  - The blackboard

- Speak in first person and directly to the student who is deaf; the interpreter will translate.

- Speak clearly and use precise language.

- Whenever possible, give a list of technical or scientific words in advance. Unfamiliar vocabulary is difficult to interpret. When not possible, write the words on paper, a chalkboard, or an overhead projector.

- Give important assignments, etc. in writing.

- Allow extra time when you refer to texts so that the student can check the reference and return their attention back to the interpreter.
Suggestions for faculty:

- Offer front row seating. Students should be able to see the instructor, the interpreter, and the visual aids without anything obstructing their line of vision.
- Face the class as much as possible during lectures.
- Repeat the questions and remarks of other people in the room.
- When speaking with a student, speak directly to the student, not to the interpreter.
- Allow time to translate speech into another language (e.g., sign language)
- Use visual aids and the chalkboard as much as possible. Concepts are more easily understood using visual methods.
- Write unfamiliar vocabulary on the chalkboard or handouts.
- Provide copies of overheads.
- Assist with evacuation, if needed.

Blind/ Visually Impaired Students

Visual impairments vary greatly. Most persons who are legally blind have some vision. Those with low vision may rely on residual vision and adaptive equipment.

Things to keep in mind:

- Students who have visual impairments should participate fully in classroom activities and group work. Obstacles in laboratory classes, field trips, and internships can be minimized with planning and adaptive equipment.
- Adaptive or specialized equipment may be needed for note-taking (i.e., tape recorder, pocket braille, or laptop computer)
- Always identify yourself and others who are with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking.

Special note

Many people who are deaf learn ASL as their first language and English as their second language. It is important to know that ASL is a distinct language defined by its own unique characteristics. People who are deaf often view themselves as a cultural, linguistic minority. As with any cultural group, they have their own values, social norms, and traditions.
Suggestions:
- Provide handouts, reading lists, or course disclosure statements in advance so that students can transfer items into alternate formats and in large print.
- Seat the student in the front of the class
- Face the class when speaking
- Convey in spoken words whatever is on the chalkboard, overhead, or video monitor
- Provide copies of lecture notes where appropriate an/or permit note-taking devices
- If a student cannot carry out a specific task (within reason), consider an alternative assignment
- Plan field trips and special projects well in advance and alert the field supervisor to any necessary adaptations
- You may use a white board, with black markers, if available
- Assist student with emergency evacuation, if needed

Students with Medical/Chronic Health-related Impairments
A wide range of conditions may interfere with stamina and mobility and affect academic functioning. Common conditions may include asthma, auto-immune diseases such as HIV/AIDS, diabetes, cancer, chronic fatigue syndrome, fibromyalgia, multiple sclerosis, or multiple chemical sensitivities. Functional limitations and abilities will vary widely, even within the same type of disability. Students may have difficulty getting to or from class, performing in class, and managing out-of-class assignments and tests. Accommodations vary greatly and can only be determined on an individual basis.

Things to keep in mind:
- Occasional absence or tardiness may be unavoidable. These problems may be caused by fatigue, severe pain, illness, or other health-related concerns.
- Scheduling may be an issue. Special projects, testing, etc., may need to be flexible to allow students to work during optimal time periods of the day.
- Chronic health problems may create secondary disabilities such as depression and anxiety.
- Progression of illness is unpredictable. Periodic remissions may allow for added energy and euphoria, while exacerbations may require hospitalization.

Suggestions:
- Become familiar with the building’s emergency evacuation plan and insure that it is manageable for students with health concerns.
- Consider seating arrangements carefully. Individual considerations may be necessary.
- Some flexibility with class work is especially helpful. The OAS will help individualize guidelines.
Students with Psychological Disabilities
Psychological disabilities cover a wide range, including depression, anxiety, and chronic mental illness. While these illnesses may not be curable, they usually can be greatly improved with medication, counseling/therapy, and social support. Students with psychiatric disabilities may require regular treatment or, on occasion, hospitalization. Emotional concerns may manifest themselves in negative or apathetic attitudes and behavior. It may be helpful to remember that these students have as little control over their disabilities as students with physical disabilities.

Things to keep in mind:
- Psychiatric problems affect people of every age. One in five Americans will have some form of mental illness (U.S. National Institute of Mental Health). Those under treatment may have few periods of active symptoms.
- Many psychiatric disabilities can be controlled with medication. However, some medications cause undesirable side effects, such as drowsiness and disorientation, which can affect performance.
- Depression and anxiety are among the most common psychological disabilities, which may be acute or chronic.
- Psychological impairments may result in additional symptoms, such as poor concentration, irritability, fatigue, anxiety, apathy, perception problems, physical symptoms, and learning difficulties.
- If behavior is a concern*:
  - Discuss classroom behavior with the student privately and candidly. Be specific.
  - Do not attempt to diagnose or treat the psychological disorder; focus on the student’s behavior.
  - If it seems appropriate, refer the student to the counseling center.
  - If the student’s behavior is abusive or threatening, contact the OAS or campus safety.

*Suggestions:
- Be willing to clarify assignment and class performance expectations, several times if necessary.
- Establish clear boundaries regarding your relationship with students. Refer them for counseling, if necessary.
- Confidentiality should be protected.
The following list contains some of the possible services and equipment that may be used in accommodating students with disabilities. Please check with the OAS for appropriate ways to handle the administration of a specific accommodation.

**Possible services available for students with disabilities:**
- TRiO Program
- Equipment Loan
- Referral Information
- Interpreters, Readers, and Scribes
- Testing Accommodations
- TTY & Amplified Telephones
- Free Tutoring
- Text books on Tape
- Note-taking Service
- Counseling

**Possible equipment available for students with disabilities in the ASC:**
- Tape Recorders
- Closed-Circuit Televisions (CCTV)
- Voice Output and Enlarged Screen Monitors
- Computer Technology-Adaptive Software
- Computer-Assisted Reading Equipment/Kurzweil Reader
- Zoom Text with Monitor for Enlarged Print
- Dragon Naturally Speaking-Voice Recognition Software

Assistive Technology requests should be directed to the Coordinator of Accessibility Services each semester.
BUFFALO CAMPUS—Procedure for alternate testing location/ extended time accommodations:
If a student receives alternate/distraction reduced testing location or extended time accommodations, the following procedures must be followed.

- All examinations are to be taken in the Academic Success Center in Huber Hall (H107) and signed into the log book by the faculty member (the necessary number of copies must be dropped off; the ASC cannot make copies of the exam if it is needed for more than one student)
- Faculty member must complete a Testing Accommodation Form for each student and each exam that is dropped off
- The test will be kept in the ASC for the student to take at the time agreed upon between the instructor and student
- The instructor must retrieve all tests from the ASC, and sign them out in the sign-out binder

ROCHESTER CAMPUS—Procedure for alternate testing location/ extended time accommodations:
If a student receives alternate/distraction reduced testing location or extended time accommodations, the following procedures must be followed.

- Students needing testing accommodations must submit a Proctor Form for each of their exams, to each professor; these should be submitted soon after the first night of class
- Once a professor receives the form(s), they must complete their required section and submit it, with a copy of the exam, to Ann Horn Jedy
- Ann Horn Jedy will secure a Proctor for the date and time that the student is instructed to take the exam

*Please note:* students and faculty are asked to submit the Proctor Form in a timely manner. Securing a proctor can take days; if a Proctor Form is submitted at the last minute, it can not be expected that a Proctor will be available to oversee the exam.
Security of Examinations:
The OAS and ASC take every precaution to protect the security of examinations.

- Tests and Testing Accommodation Forms must be dropped off to the ASC by instructors before the date and time of the in-class exam
- All examinations are held in a secure file until retrieved by the faculty member
- Students may not have access to books, notebooks, calculation, or other materials unless listed on the Testing Accommodation or Proctor form
- Students must adhere to college policy regarding academic honesty. Any questionable behavior is reported to the instructor immediately.
- Proctors, readers, and scribes are trained by the College to administer examinations such that the knowledge of the student is accurately reflected on the test. Students may call the instructor for clarification if needed.
Note Taking Procedures
Note taking assistance is provided to some students who have sensory impairments, difficulty processing information, or lack the physical ability to take notes. Assistance may be provided in the following ways:

Tape recorders
Tape recorders can be effective and permit qualified students to take notes independently. In accordance with Section 504 of the Rehabilitation Act of 1973, faculty may not deny a student with a disability the use of a tape recorder for notes.
It is appropriate to ask the student to provide:
- Documentation from the OAS verifying eligibility to tape record lectures
- Signed document defining use of the tapes and the information in the lecture

Student Note Takers
The Office of Accessibility Services hires and assigns student note takers every semester.
- It is not the duty of faculty members to find note takers for students—this is done by the Office of Accessibility Services, but the OAS may reach out for faculty recommendations
- Note takers are hired by the OAS for the semester to take notes for one or more classes/students. Student note takers are paid a stipend at the end of the semester.
- Students are not aware of who their note taker is. This is to ensure that any issues concerning note takers are resolved through the OAS.
- If the OAS is having difficulty finding a note taker for a particular class, a professor may be asked to make an announcement in class encouraging

Note: In extreme cases, for example, in classes with very few students, a professor may be asked by the student to provide notes for that class. In this situation, it is up to the faculty member whether or not they wish to provide notes. Faculty members who provide notes are not eligible to receive the note taking stipend.
Other Note Taking Information

- A note taker is not a replacement for attending class. In most cases, students who do not attend class should not receive notes and should make their own arrangements for obtaining notes.
- Faculty and the OAS are not responsible for providing any class notes in the absence of:
  1. A formal request from the student and
  2. Appropriate documentation from a qualified professional

Note takers, scribes, and stenographs are required to follow a strict code of ethics as part of their contract. In summary, the code of ethics requires that note-takers:

- Keep assignment related information confidential
- Accept assignments judiciously
- Convey the content directly as given
- Function in a manner appropriate to the situation
- Maintain quality standards
- Refrain from giving counsel, advice, or personal opinions
- Refrain from discussing student performance

How faculty members can help:

- Encourage students in class to become a note taker
- Provide names of students who could potentially be a good note taker to the OAS Coordinator
- Make overheads available for students who cannot see well, cannot write information quickly, or who request copies of the overheads, if the faculty member deems it reasonable
- Clearly spell out expectations before the course begins
- Give assignments both orally and in written form to avoid confusion
- Allow students to tape lectures
- Encourage students to use campus support services
A Guide for Disability “Etiquette”

Granted, all faculty and staff at the college should treat all students with respect; however, students with disabilities may have some additional needs. Below is a list of suggestions for how to approach students with disabilities:

- Speak directly to the individual with a disability, not through a companion or sign language interpreter who may be present.

- Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands. Offering the left hand is acceptable.

- Respect people with guide dogs or companion animals. Never distract work animals from their job without the owner’s permission. Do not pet a service animal without asking.

- If you offer assistance to a student with any disability, wait until your offer is accepted. Then listen to what the student says they need.

- Treat students as adults. Address people with disabilities by their first names only when extending that same familiarity to others.

- Do not lean against or hang on someone’s wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies.

- Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers or a note of the head. Never pretend to understand; instead, repeat what you have understood and allow the person to respond.

- Do not be afraid to ask a student how to handle a particular situation. They will appreciate it more than coming to your own conclusions.

- Use person first language. Do not refer to your student as “the disabled or handicapped student.” Recognize that they are an individual and student, not just a student with disabilities.
Below are some suggestions for how to incorporate students with disabilities into your classroom:

1. *Create a classroom climate that fosters trust and respect.* You set the tone for the entire class. Be sure to establish a climate of mutual respect and support.

2. *Determine the essential knowledge and skills for the course.* Identify the knowledge and skills students must attain to successfully complete the course and be prepared for requisite courses.

3. *Provide clear expectations and feedback.* Be sure your expectations and feedback are consistent with the goals, skills, and knowledge identified for the course. Whenever possibly, provide specific criteria and examples for course projects and assignments.

4. *Explore ways to incorporate natural supports for learning.* Many colleges and universities have a variety of academic support services available to students. Become aware of the existing service organizations on campus so that you can inform students of where to go for additional help. Encourage student-led study and discussion groups.

5. *Provide multimodal instructional methods.* Realize that students learn in a variety of ways. Seek opportunity to use different methods for delivering instruction.

6. *Provide a variety of ways for demonstrating knowledge.* Create alternative ways for students to demonstrate the knowledge and skills they have gained.

7. *Encourage faculty-student contact.* Encourage students to use e-mail and your office hours to ask questions and solicit feedback. Be sure you are available to all students.
**What is a disability?**
A disability is defined as: a physical or mental impairment which substantially limits one or more major life activity such as caring for oneself, performing manual tasks, walking, hearing, speaking, breathing, learning, or working. In addition, students with chronic illness, e.g. AIDS, diabetes, seizure disorder, lupus, and psychiatric disabilities may also be eligible for services.

Two federal laws, the Americans with Disabilities Act and Section 504 protect students with disabilities. The Office of Accessibility Services at Medaille College was created to ensure the college’s compliance with these laws as well as to protect the rights of students with disabilities at Medaille.

**Is it acceptable to ask a student who is having obvious difficulties whether or not they have a disability and/or refer the student to the office that provides disability support services?**
No. It is not a good idea to ask directly about a possible disability for a couple of reasons. First, the Americans with Disabilities Act states that a public entity, including colleges and their personnel, may not make unnecessary inquiries into the existence of a disability. A direct inquiry such as this could also be considered intrusive or insensitive. You may simply tell the student that you notice they are having academic difficulty and encourage them to come talk with you about gaining assistance, just as you would with any student.

At Medaille College, currently the only individual they must disclose to if they want to receive accommodations/services is Spencer Cotttman, Coordinator of Accessibility Services.
What do I do if a student discloses to me that they have a disability?
As a faculty member, you should refer that student directly to the Coordinator of Accessibility Services. This information is highly confidential, so you cannot share this information with anyone, including your supervisor, fellow faculty members, or even with the OAS staff. Furthermore, you should inform the student that they must speak directly with Medaille’s Coordinator of Accessibility Services in order for them to be eligible to receive disability-related services/accommodations. Please **do not** provide any accommodations to the student yourself, unless notified to do so by the OAS.

What are accommodations and services?
Accommodations and services are what the college provides, in accordance with the Americans with Disability Act and Section 504, to students with disabilities to give them equal opportunity to access higher education. These accommodations/services vary from student to student and are determined by the OAS. All accommodations/services are based on the required documentation provided by the student when they ask to be registered with OAS as a student with a disability.

Is the information regarding a student’s disability and their need for academic adjustments confidential?
Yes! Instructors and teaching assistants must maintain a policy of strict confidentiality about the identity of a student with a disability, the nature of their disability, and the disability-related accommodations they require. Faculty are asked to destroy documentation pertaining to a student’s disability and/or accommodations at the end of each semester. Documentation of the courses in which these services were provided is maintained in the OAS for seven years after the student leaves the school.

Faculty to not have the right to challenge the legitimacy of a student’s disability, demand to review diagnostic information, refuse to provide accommodations, or refuse to work with a student because they has a disability. Concerns regarding an accommodation request should be discussed with the OAS.
How can I encourage students with disabilities to talk with me more about their accommodations?
Announce at the beginning of a course that you are available to discuss instructional methods and appropriate course modifications with students who have disabilities.

Currently, in accordance with the policy of the Academic Dean, all course disclosure statements must include a statement about students with disabilities. See appendix 2 for this statement.

How do I know a student is qualified to receive disability-related accommodations?
You will receive written notification from the Coordinator of Accessibility Services. Once a student is registered, faculty must provide the academic accommodations that the OAS determines reasonable.

Can a faculty member forbid a student with a disability to use a tape recorder in class?
An instructor is typically required to allow a student to tape record their course if taping the class is determined to be an appropriate accommodation for a student’s disability, via the accommodation notification form. Recorders are specifically mentioned in Section 504 of the Rehabilitation Act as a means of providing full participation in educational programs and activities.

Occasionally, classroom discussion reveals items of a personal nature about students. If open discussions tend to reveal personal information, it would be appropriate to ask the student with a disability to turn off the tape recorder during these discussions. Contact your Office of Accessibility Services with questions or concerns about tape recording lectures.

How do I know what is a reasonable academic accommodation?
The Office of Accessibility Services determines which accommodations are reasonable within the confines of the law. You can consult with the OAS if a student’s requests do not seem reasonable.
What if I do not agree with a recommended accommodation?
The institution is required by federal regulation to establish formal grievance procedures for providing prompt and equitable resolution of disagreements. If you feel you may have a grievance, you should contact the OAS to learn about the grievance procedures at Medaille. A copy of Medaille College’s grievance procedure can be found in the OAS.

Some students with disabilities are provided extended time on examinations. Is this fair to other students?
The Rehabilitation Act and the Americans with Disabilities Act (ADA) state:

“The results of an examination should accurately reflect an individual’s’ aptitude or achievement level or whatever the test purports to measure, rather than reflecting an individual’s impaired sensory, manual, or speaking skills.”

The courts have held repeatedly that a lengthening of the standard examination period is an appropriate accommodation for some students with disabilities. Every effort is made by both the OAS and the Academic Support Center (ASC) to ensure that an appropriate testing environment is maintained.

May I fail a student with a disability?
Yes. It is possible to fail a student with a disability. The laws mandate access to education, not guaranteed academic success. When a faculty member has provided reasonable academic accommodations (all that is required to comply with the law) and the student does not meet the course requirements, then failing a student is proper and lawful. The following is a compliance checklist that may be helpful:

- Stand by academic standards and freedoms, which include full and equitable access to academic programs.
- Provide verbal and written notice to your students of your willingness to accommodate. For example; “I encourage students with disabilities to discuss accommodations with me.”
- Communicate clear and concise expectations for performance to your students. Distinguish between essential and non-essential aspects of the course.
• When instructed to do so by OAS, respect requests for reasonable accommodations. (The OAS facilitates obtaining these alternative formats.)
• When instructed to do so by the OAS, permit students to use auxiliary aids and technologies that ensure access (examples: note takers, sign language interpreters, readers, scribes, research assistants, tape recorders/players, assistive listening devices).
• Assure that your course materials, whether printed or electronic, are accessible and available in alternative formats (examples: Braille, computer electronic text, large print, internet, CD/cassettes).
• Consult with your OAS if you have questions when a student requests accommodations.
• Keep student disability-related information strictly confidential.

Do faculty members need to assist students in finding a note taker?
No, not generally. The Office of Accessibility Services is responsible for finding note takers for students that receive this accommodation. Faculty members may be asked to provide recommendations for students to be contacted about becoming a note taker. See page 22 for additional information on note taking.

Why aren’t all student accommodation forms sent at the beginning of each semester?
It is up to the student to make initial contact with the Office of Accessibility Services to request accommodations. Not all students request accommodations before the semester begins. Sometimes, students do not think they will need services, so they do not register with Accessibility Services, and then halfway through the semester, they realize they need help. The OAS only sends accommodation letters after the student requests accommodations and we meet with them to discuss their needs. Therefore, if a student does not register with Accessibility Services until partway through the semester, we cannot send an accommodation letter until then. Thus, as a faculty member, you may receive more accommodation letters as the semester progresses. Please keep in mind, that no matter when you receive a letter, accommodations are effective immediately from that point forward but are not retroactive.
To:     Full-time and Adjunct Faculty Members  
From:  Spencer Cottman, Coordinator of Accessibility Services  
Re:    Student accommodations/academic adjustments for SPRING/FALL 20XX

Dear Faculty Member,

[Student Name], a student in your class, has a disability and is registered with the Office of Accessibility Services [OAS]. In accordance with Federal law, a student with a disability is entitled to reasonable academic adjustments/accommodations. The following are adjustments/accommodations that have been deemed reasonable:

☒ Distraction reduced environment for testing. (All tests will be administered in the Academic Support Center [ASC])

☒ Extended time on in class testing and exams: ☒ Time-and-a half ☐ Double Time (Administered by the ASC)

☐ Test read (live reader may or may not be available) (Reader provided by the ASC)

☐ Test scribe (Scribe provided by the ASC)

☐ Use of computer for in class testing and/or writing assignments

☐ Notetaker

☐ Enlarged print for all class materials (including testing) ☐ Font

☐ E-text, RFBD books on CD, Kurzweil (Student must request alternative text formats from ODS in a timely manner)

☐ Use of a calculator

☒ Other:  (1) Audio recording  (2) Student will keep instructor informed and discuss any additional disability related needs.

Please keep this letter on file so you, as the instructor, are aware of the student’s accommodations. Once your class has ended for the semester, please destroy any information you may have regarding the student’s disability.
The following statement should be present in your syllabus for every course:

“Any student with a disability who believes they need accommodation(s) in order to complete this course should contact the Office of Accessibility Services as soon as possible. The Coordinator of Accessibility Services will determine what accommodation(s) are appropriate and reasonable using student’s documentation under the Americans with Disabilities Act. The Office of Accessibility Services is located in Huber Hall 107C and can be reached by phone at (716) 880-3088.”
The accompanying form must be completed for each exam following the first night of classes. Submitting this form in a timely manner to your instructor enables the ASC to secure a proctor.

By submitting this form, you permit the Office of Accessibility Services to release information regarding your accommodations to the professor for whom this form is intended.

<table>
<thead>
<tr>
<th>SECTION I - STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID Number: _______________________________</td>
</tr>
<tr>
<td>Last Name: _______________________________ First Name: _______________________________</td>
</tr>
<tr>
<td>Student Email: _______________________________ Student Phone: _______________________________</td>
</tr>
<tr>
<td>Course Abbreviation &amp; Number: ____________________</td>
</tr>
<tr>
<td>Instructor Name: _______________________________</td>
</tr>
</tbody>
</table>

☐ Test is scheduled at the same time as the class or may need to start prior to the start of class.

Based on your documentation & academic accommodations, please check if you are eligible to use/will be using one of the following: ☐ Computer ☐ Scribe ☐ Reader

**Arrangements need to be made in advance – Please no walk-ins**

Instructors please submit completed proctor form with the test (if available) to Ann Horn-Jeddy at ajeddy@medaille.edu or Kathy Crouse at kec52@medaille.edu no later than the second week of class.

If you have any questions or need further information, please contact Spencer Cottman, Coordinator of Accessibility Services at 716-880-3088 or via email at stc82@medaille.edu.

You must reach out to the Coordinator of Accessibility Services at least one (1) week prior to the start of your next course to receive the updated version of this form.

*Updated 11/2020*
TO BE GIVEN TO PROCTOR:

**Faculty Section** – Please check the items that apply to the test

<table>
<thead>
<tr>
<th>Date of Test:</th>
<th>Day of the Week:</th>
<th>Time:</th>
</tr>
</thead>
</table>

**ALLOWED FOR TEST:**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>___</td>
<td>___</td>
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</table>

- Notebooks/Handouts
- Textbook
- Calculator (Basic / Scientific / Graphing)
- Scrap Paper (Provided by ASC)
- Other

**ANSWER PROVIDED ON:**

<table>
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<th>___</th>
<th>___</th>
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</table>

- Test Directly
- Blank Paper
- Lined Paper
- Answer Sheet
- Other

**TIME ALLOWED for test in classroom:**

Student is allowed: ___ 1.5x ___ 2x

**New Time Limit:**

Last Date to be Taken:

**Special Instructions:**

If the student does not show to take the test: ___ Shred ___ Hold in ASC for pick up

**Faculty Signature:**

**Contact Phone:**

**Contact Email:**

**TO BE COMPLETED BY ASC STAFF**

<table>
<thead>
<tr>
<th>Student Name:</th>
</tr>
</thead>
</table>

Has Until ___ am/pm to complete test

| RECEIVED TEST IN ASC: |
| - Date: ___/___/___ |
| - Time: ___:___ AM/PM |
| - Initial: ___ |

| TEST STARTED: |
| - Date: ___/___/___ |
| - Time: ___:___ AM/PM |

| TEST FINISHED: |
| - Date: ___/___/___ |
| - Time: ___:___ AM/PM |
| - Initial: ___ |

Updated 11/2020
SECTION I: FACULTY

To be completed by faculty member:

Student’s Last Name ___________________________ Student’s First Name ___________________________
Instructor ___________________________ Course Name and Number ___________________________

Please check all that apply:

☐ Open book ☐ No book
☐ Open notes ☐ No notes
☐ Calculator permitted ☐ Calculator not permitted

Length of time test is given in class ________

Add extended time: 1.5x OR 2x (please circle)

New Time Limit: ________

Last Date test may be taken: ________

Special instructions: ___________________________

______________________________________

Faculty Contact: ___________________________

Please drop off this form with tests prior to the date and time of the scheduled exam. If you have questions or need further information, please contact Spencer Cottman, Coordinator of Accessibility Services, at 716-880-3088 or stc82@medaille.edu

SECTION II: ASC STAFF

To be completed by ASC staff during check in:
Name of staff who checked in exam ___________________________ Date ___________________________

To be completed by ASC staff when exam is given:
Date ___________________________
Start Time _______ Initial _______
End Time _______ Initial _______
Seat: Main 1 2 3 4 5 6 7
Individual A B

SECTION III: STUDENT

To be reviewed and signed by student:

By signing this form, I acknowledge that I have turned off and put away all electronic communication devices prior to entering the testing room. I acknowledge that all testing directions, provided by my professor, were read to me prior to beginning my exam. ASC staff provided me the opportunity to ask questions and/or request clarification on the test’s directions.

Student Signature __________________________________ Date ________________

☐ Student did not take exam in Academic Support Center